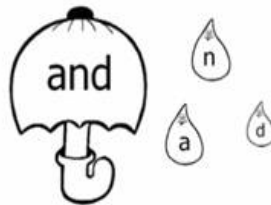


# Word Work



Activities for Independent WORD WORK Time

Created and Written by Jessica Meacham at [www.jmeacham.com](http://www.jmeacham.com).

© 2003 – 2010



<http://creativecommons.org/licenses/by-nc/3.0/us/>

## 2-Minute Word Families Sort

### Objective:

Students sort word family pictures/words within a 2-minute time frame.

### Materials:

Word Families Time and Sort Game by Scholastic

Recording Sheet (available in the Word Work downloads section)

### When to Introduce:

As soon as students have had exposure to rimes (orally and pictorially).

### How to Introduce:

To introduce sequencing to the children, I model . . .

- how to set up the category mats
- how to set up the sorting cards, face up, on the work table area
- how to set up the timer
- how to work against the timer to sort the word family cards
- how to record/write words for each category sorted
- how to return materials to their storage area appropriately

### Differentiating:

Have students think of other words that would fit in the word family.



Word Families 2 Minute Sort									

## 2-Minute Word Categories Sort

### Objective:

Students sort word pictures/words within a 2-minute time frame.

### Materials:

Categories Time and Sort Game by Scholastic  
Recording Sheet (available in the Word Work downloads section)

### When to Introduce:

As soon as students have had exposure to rimes (orally and pictorially).

### How to Introduce:

To introduce sequencing to the children, I model . . .

- how to set up the category mats
- how to set up the sorting cards, face up, on the work table area
- how to set up the timer
- how to work against the timer to sort the word/picture cards
- how to record/write words for each category sorted
- how to return materials to their storage area appropriately

### Differentiating:

Have students think of other words that would fit in the category's family.



Categories 2 Minute Sort									

## Three Letter Word Card Game

### Objective:

Students put together three cards to create a picture and spell the name of the picture (3-letter words).

### Materials:

Pocket Chart

Pointers

Three Letter Cards from [School Zone](#)

### When to Introduce:

As soon as students understand the difference between letters and words and how letters work together to make words, I then bring out this set of cards (there are puzzle, cards, that are similar to this one that can also be used). We sit in front of the pocket chart and work together to match the cards and then use a pointer to read them.

### How to Introduce:

To introduce sequencing to the children, I model . . .

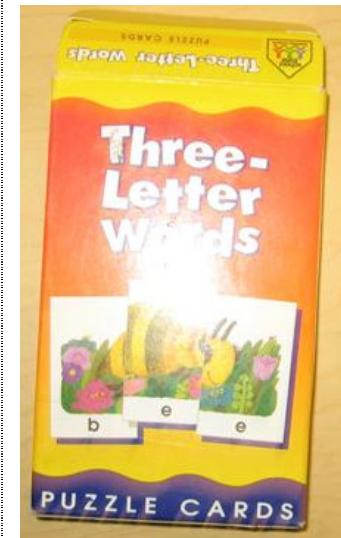
- how to select a sequencing box [set of cards]
- how to lay the cards face up on the table
- how to match the cards
- how to sequence matching cards (first, second, third, ....)
- how to read the "story" for each set of cards (first, second, third, ....)
- how to return the cards to the box appropriately

### Differentiating:

Have students write the list of words.

Have students write a sentence for each word.

Have students alphabetize the words.





## Build & Spell Classmate Names

### Objective:

Students use magnet letters to build [spell] classmate names.

### Materials:

Magnetic Surface

[Link N Spell Magnetic Letters](#) from Teaching Resource

Student Photos

Pointers for Chanting "M. Mike. /m/ /m/ Mike." or Reading Names

Word and Name Rings or Reference Sheet

### When to Introduce:

I introduce this the first few weeks of school.

### How to Introduce:

- Gather students around the magnet board.
- Display all student photos on the magnet board.
- Call students up one at a time and ask them to build their name using the linking magnet letters.
- Model how to find letters in the magnet boxes.
- Model how to put letters back into the magnet boxes.
- When finished, take pictures of each name.
- Create a student "menu" for students to use when they visit the Magnet Corner (center).

### Differentiating:

Have students write the names they've spelled.

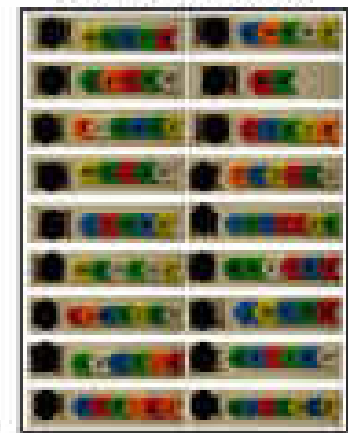
The magnets are stored in the boxes they came in.

The student photos are stored in a plastic sliding pencil case that I bought from Walgreen's.

The two magnet boxes, the student name menu, and the student photos are store in a "laundry" basket.



### Build a Name



## Build & Spell Words

### Objective:

Students use EXPO markers to spell sight words.

### Materials:

Magnetic Surface

Star Word Magnet Cards (I print them on business cards, then laminate and add a business card magnet)

EXPO Markers and Eraser

Pointers for Chanting Star Words - - "n, o, n, o, no, no, no!"

### When to Introduce:

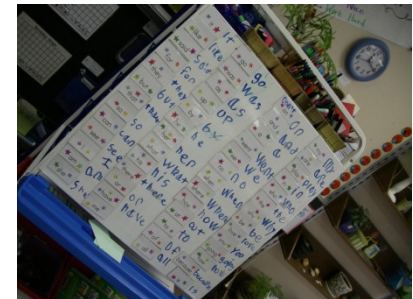
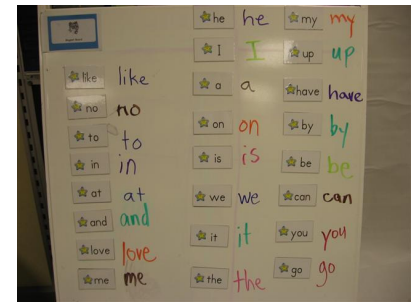
I introduce this the first few weeks of school.

### How to Introduce:

- Gather students around the magnet board.
- Display all sight word magnet cards on the magnet board.
- Call students up one at a time and ask them to spell each sight word using an EXPO marker.
- Model how to use a pointer when finished writing to CHANT each sight word ["t-h-e, t-h-e, the, the, the"].

### Differentiating:

Have students write the words they've spelled.



## Itty Bitty Word Books

### Objective:

These are made by students. After students cut out the book pages, they assemble them and staple, color, and trace.

### Materials:

Thin Markers

Itty Bitty Word Book Sheets (available on [www.jmeacham.com](http://www.jmeacham.com))

Scissors

Stapler

### When to Introduce:

After students have learned several high frequency words.

### How to Introduce:

- Gather students around the magnet board.
- Model how to (1) trace sight words, (2) cut page, and (3) staple into booklet form.

### Differentiating:

Have students write their own Itty Bitty Word book using a blank template.



## Word Match Up Puzzles

### Objective:

Students match puzzle pieces to create simple words, match opposites, or match rhymes.

### Materials:

#### Puzzles:

- TREND Fun-to-Know Puzzles: *Easy Words*
- Lakeshore Learning Make-A-Word Puzzle
- TREND Fun-to-Know Puzzles: *Opposites*
- Lakeshore Learning to Read Puzzles: *First Words*
- Basic Skills Puzzles: *Rhyming*
- Learning Journey Match It Puzzles: *Rhymes*

Puzzle Pictures (of completed puzzles...to use as a reference)

### When to Introduce:

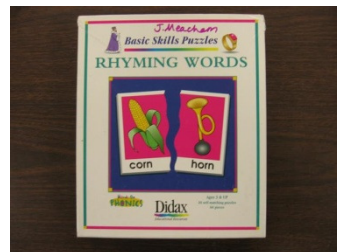
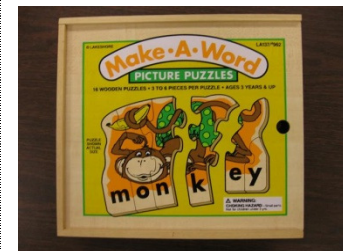
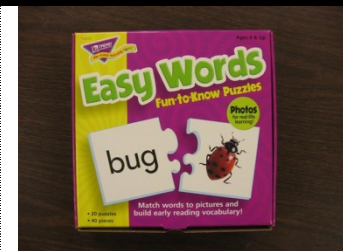
Right away! Students will likely have had exposure to these types of puzzles already. They'll be ready for them in the beginning of the year (K/1).

### How to Introduce:

- Divide students into even groups. One group per number of puzzles that you have.
- Give groups time to assemble their puzzles.
- Rotate groups/puzzles every few minutes.

### Differentiating:

Have students write a list of the words on their puzzle when finished.



Created and Written by Jessica Meacham at [www.jmeacham.com](http://www.jmeacham.com).

© 2003 – 2010



<http://creativecommons.org/licenses/by-nc/3.0/us/>

## Unscramble Classmate Names

### Objective:

Students spell classmate names using cut apart letters.

### Materials:

Name Envelopes or Tins ([www.papermart.com](http://www.papermart.com))

Student Photos

Student Names Cut Apart

### When to Introduce:

This activity is added to the word work bins/drawers after you've worked with student names for awhile (or done "Round 1" or "Round 2" of the name activities found on my site).

### How to Introduce:

- Gather students around the teaching easel.
- Show them the student name envelopes.
- Take one envelope and empty it of its contents (cut apart sentence strip letters).
- Model how to use the sentence strip letters to spell/build the classmate's name.
- Model how to refer to the Word Wall or how to use the Names Graph as a help.
- Randomly distribute a name envelope to each student.
- Allow the class time to spell/build one classmate name.
- When finished, model how to return the letter cards to the name envelope properly.
- Ask students to put the name envelope they worked with into the NAMES Literacy Corner basket.

### Differentiating:

Have students write a list of classmate names they spelled/built.

Have students write a sentence for each classmate name they spelled/built.



## Pocket Chart Names/Words

### Objective:

Students use letters cards to build [spell] classmate names or words.

### Materials:

Pocket Chart

Pointers

Letter Cards

Word or Name Rings/Charts/Lists

### When to Introduce:

This activity is introduced within the first month or two of school.

This activity is introduced as soon as we have added 10 or more sight words to our word wall.

### How to Introduce:

To introduce word/name building [spelling] to the children, I model . . .

- how to select a word/name card
- how to identify the classmate on the word/name card
- how to read the word/name card and identify the letters in the name
- how to locate the letters cards needed from the letter drawers
- how to build the word/name
- how to use a pointer to chant the word/name - "C. H. R. I. S. Chris. Chris. Chris."

### Differentiating:

Have students write the list of words/names they've spelled.

Have students write a sentence for some of the classmate words/names they've spelled.

Have students alphabetize the classmate words/names they've spelled.





## Sticker Words

### Objective:

Sticker words provides yet another opportunity for students to hone in on their abilities to isolate and identify beginning and ending sounds in words. Using a picture prompt (stickers), students select the appropriate magnet letter to put on the work mat. These work mats are created using stickers! You could laminate them for durability (stickers get expensive!) or slip them into a page protector sheet.

### Materials:

Magnetic Surface

Magnetic Letters

Magnets to Hold Sticker Word Recording Sheets

Pointers

Sticker Word Recording Sheets (available in the Word Work downloads section)

### When to Introduce:

Introduce this activity after you've taught your writers/spellers how to sound out words during Writer's Workshop (hearing and recording sounds in words = skill)

### How to Introduce:

To introduce sticker word spelling to the children, I model . . .

- how to select a sticker word sheet
- how to attach the sticker word sheet to the magnetic surface
- how to say each picture on the sheet while pointing to them
- how to slowly say each word/sticker picture and stretch the word
- how to record the sounds I hear in the word using magnet letters

### Differentiating:

Have students write the list of words they've spelled.

Have students write a sentence for some of the classmate words they've spelled.



## Tactile Name Plates

### Objective:

Give students practice at identifying the letters within their name. Students self-select objects from the letter bins or drawers.

### Materials:

Tag Board

Glue

A to Z Objects List (available in the Word Work downloads section)

### When to Introduce:

This activity can be done as a whole class or independently at center time (after you've modeled the directions). I do this activity as a whole group activity the first or second month of school. It can be done in one day.

### How to Introduce:

- Gather students around the teaching easel.
- Show them the names you have printed on tag board.
- Tell the class that each letter in their name will have something glued to it.
- Show them your own name.
- Say, "I will need to go shopping (show them where they will shop for the A to Z objects), and find something to cover the first letter in my name."
- Say, "I will need to find something that starts with the letter 'Mm' - - something that starts with the /m/ sound."
- Demonstrate how to find the drawer needed.
- Demonstrate how to select an object from the drawer - -enough to cover the letter.
- Model how to glue the objects onto the first letter neatly, using the letter lines as a guide.
- Model how to continue on to the next letter, and the next, and so on, doing the same for each letter.
- Allow the class time to create a name card for themselves.
- If you choose to have students do this independently during centers time, add the materials to the center.
- Remind students that when they visit the center, they may do the activity.





## Unscramble Words

### Objective:

Students unscramble letters to spell common/known sight words.

### Materials:

Word Tins ([www.papermart.com](http://www.papermart.com))  
Letter Beads, Cards, Tiles, or Foamies  
Recording Mat

### When to Introduce:

This activity is added to the word work bins/drawers after you've worked with sight words for a few weeks. Keep adding to the center by adding newly learned words.

### How to Introduce:

- Gather students around the teaching easel.
- Show them the word tins/containers.
- Take one tin and empty it of its contents (letters).
- Model how to use the letters to spell/build a word.
- Model how to refer to the Word Wall or sight word list as a help.
- Randomly distribute a word tin to each student.
- Allow the class time to spell/build one word.
- When finished, model how to return the letters to the tin properly.

### Differentiating:

Have students write a list of words they spelled/built.

Have students write a sentence for each word they spelled/built.



## Sort Names, Words, Colors, Shapes, Rimes, and Rhymes

### Objective:

Category cards are placed and then students sort cards based on the sorting rule.

### Materials:

Pocket Chart

Pointers

Pictures and Words for Sorts (available in the Word Work downloads section)

Sorting Mats (names)

Student Photos (names)

### When to Introduce:

This activity is introduced within the first month or two of school.

### How to Introduce:

- Gather students around the carpet/pocket chart area.
- Show them the materials and discuss them.
- Discuss that for this activity they can sort different sets of cards in different ways.
- Choose one of the sets of cards and distribute the cards.
- Display the sorting mat, or add the category cards to the pocket chart.
- Discuss what "categories" means.
- Call one student up at a time to sort their card, based on the category cards/titles.

### Differentiating:

Add word cards for students to match to the picture cards. Have students write the names of the objects (pictures) they sorted for each shape. Have students select one shape and write a sentence for each object found next to/under that shape.

### Names:



### Colors:



### Shapes:



### Seasons:



## Create (Label) a Story

### Objective:

Students attach magnetic words to the board to label a storyboard "scene" and use a pointer to "tell a story" using the words they've added to the storyboard.

### Materials:

"Create A Story" Boards from [\*Resources for Reading\*](#)  
Pointers for Storytelling

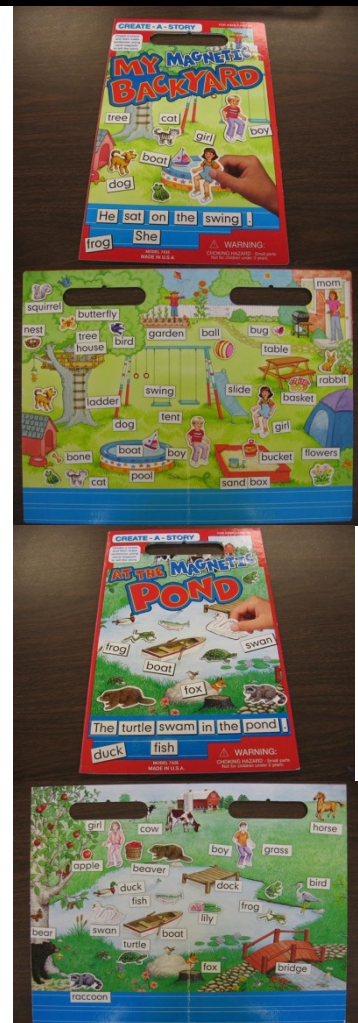
### How to Introduce:

- Model how to set up the story board.
- Model how to set up the magnet words (facing up on table/floor/workspace).
- Model how to label each picture with a magnet word.
- Model how to orally create a story using a pointer.
- Model how to return everything to the storage container.

### Differentiating:

Have students copy the magnet words in list format.

Have students write a story based on their story scene.



## Silly Senses Sentences

### Objective:

Students create silly sentences using three cards [name, action, object]. They point and tap each word as they read it.

### Materials:

Pocket Chart

Pointers

Silly Sentences Cards: [.doc](#) [.pdf](#)

### When to Introduce:

After students have had exposure to listening for, identifying, and creating rhymes, I introduce this task.

### How to Introduce:

- Gather students at the pocket chart.
- Distribute student picture/name cards to each student.
- Distribute action picture/word cards.
- Distribute object picture/word cards.
- Have them place their cards into the pocket chart (one at a time).
- Demonstrate how to read each sentence (pointer, 1:1).
- Show the class the container/drawer/bin where the activity will be stored.
- Have students place their cards into the drawer.

### Differentiating:

Have students write their own silly sentences.

Have students write the silly sentences they constructed.



## Picture Stories

### Objective:

Students sequence 3-scene, 4-scene, 5-scene, and 6-scene stories and picture puzzles.

### Materials:

Pocket Chart

Pointers

Sequencing Stories to Purchase and use on the Spot: *TREND Sequence Rummy*

### When to Introduce:

As soon as possible, I start to introduce the concept of [beginning, middle, end]. This is accomplished every time we read a book. I ask, "what happened first, second, third, etc." After students are familiar with the language of beginning/middle/end and first/second/third/etc, I bring out one of the sequencing sets. We all sit in front of the pocket chart and work together to sequence all the cards and to "read the story" when finished.

### How to Introduce:

- Gather students at the pocket chart.
- Model how to sequence the story cards by matching cards to make a picture story and then putting them into the pocket chart.
- Model how to read picture story for each set of cards (first, second, third, ....)

### Differentiating:

Have students write a story for one or more story in the set of cards they've sequenced



## Begins With, Ends With

### Objective:

Students match pictures to beginning and ending sound cards. Activity Source: Florida Center for Reading Research

### Materials:

Pocket Chart

Pointers

Begins With, Ends With Picture/Letter Cards (available in Word Work downloads section)

### When to Introduce:

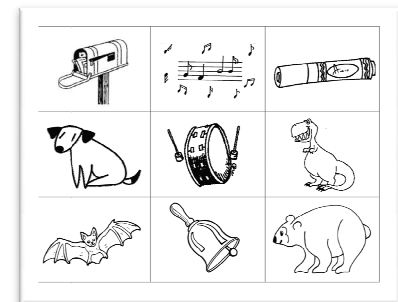
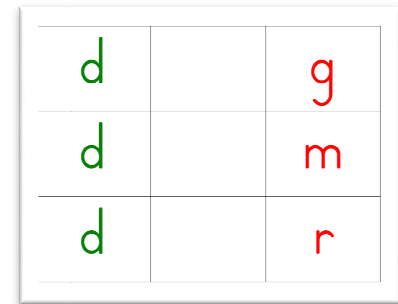
After students have had exposure to listening for, identifying, and naming beginning sounds in words (Writer's Workshop, Word/Letter work).

### How to Introduce:

- Gather students at the pocket chart.
- Distribute picture cards to students.
- Demonstrate how to display the "begins with, ends with" letter cards in the pocket chart [alphabetically].
- Calling one student to the front at a time, have them place their cards into the pocket chart.
- Demonstrate how to read each picture "name of the picture" and how to emphasize the beginning and end sound for each picture.
- Show the class the container/drawer/bin where the activity will be stored.
- Have students place their cards into the drawer.

### Differentiating:

Have students spell the words for each picture they've placed.





## Bottled Up Names or Words

### Objective:

Students select a bottle (Baby Soda Bottles or Amenity Bottles), investigate the bottle's contents (word, name), read it, and match it to the recording sheet.

### Materials:

Recording Mats (available in the Word Work downloads section)

Baby Soda Bottles ([www.stevespanglerscience.com](http://www.stevespanglerscience.com))

Amenity Bottles ([www.sks-bottle.com](http://www.sks-bottle.com))

Letter Beads

Water

Food Coloring (optional)

Glitter (optional)

### When to Introduce:

After student names have been added to the WORD WALL, Name Bottles have been made for each student, and a NAME GRAPH is created, I then introduce this activity.

### How to Introduce:

Gather as a class.

Give each student a bottle.

Model how to read the bottle.

Model how to match the bottle to the recording sheet.

Call students up to the front to read their bottle and match it to the recording sheet.

When all bottles have been matched, add the activity to the ABC Corner (center).

### Differentiating:

Have students write a sentence for each name or word read.



## Rhyming Picture Match-n-Spell

### Objective:

Students match rhyming picture pairs and then spell/write the words.

### Materials:

Pocket Chart

Pointers

TREND Rhyming Pictures Flash Cards

### When to Introduce:

After students have had exposure to listening for, identifying, and creating rhymes, I introduce this task.

### How to Introduce:

- Gather students at the pocket chart.
- Distribute 3 - 4 picture cards to each student.
- I ask students to lay their cards picture side up in front of them on the floor.
- I then look at the cards and call up students with the "\_\_\_\_" card and the card that rhymes with the "\_\_\_\_" card.
- Calling one student to the front at a time, have them place their cards into the pocket chart.
- We continue to do this until all cards are place.
- After we finish placing all the cards, I use a pointer and model how to read the rhyming pairs of cards.
- I then ask students to find 3- 4 cards and to follow me
- Show the class the container/drawer/bin where the activity will be stored.
- Have students place their cards into the drawer.

### Differentiating:

Have students write the rhyming word pairs.

Have students write new rhyming word pairs.





## Bingo Dot Names or Words & Rainbow Names or Words

### Objective:

Students trace their name and decorate it using bingo dot paint pens and rainbow color crayons.

### Materials:

Laminated Name/Word Templates

Bingo Paint Pens

Crayons

Black Felt Tip Pens

White Paper

Sample Bingo Dot Name/Word

Sample Rainbow Name/Word

### When to Introduce:

This activity is introduced during the first two weeks of school. It provides students with excellent name/word writing and identification practice. We do the activity whole group. Students write both a Bingo Dot Name/Word and a Rainbow Name/Word.

### How to Introduce:

- Gather students around the teaching easel.
- Show them the materials.
- Discuss the materials.
- Model how to trace their name/word using a piece of paper and name/word template.
- Model how to use the Bingo Dot Paint Pens to decorate their name/word.
- Model how to say each letter as they decorate and write them.
- Model how to trace their name/word using a piece of paper and name/word template and how to use crayons to make rainbow shape words/names.
- Model how to say each letter as they decorate and write them.
- Allow the class time to create a Bingo Dot name/word.

### Differentiating:

Have students create an AB pattern for the letters in their name using the Bingo Dot Markers.



## Classmate Names Book

### Objective:

Students create a classmate name book by matching picture to name. They then write their classmate's name on the adjacent page 3 or more times.

### Materials:

Scissors  
Markers  
Glue Stick  
Folder for each Student in Which to Keep Unfinished Work  
Classmate Names (outline font)  
Classmate Pictures  
Pre-made Booklet

### When to Introduce:

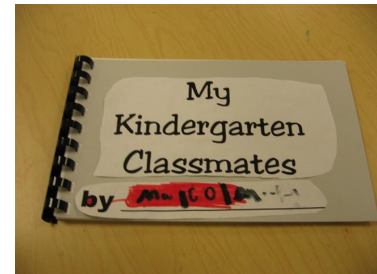
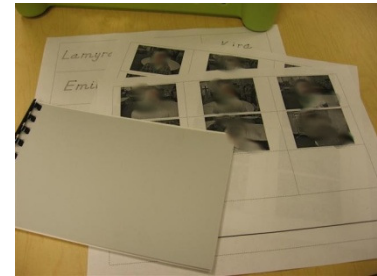
This activity could be introduced once students are very familiar with classmate names and can easily identify classmate names without picture cues or cues from classmates or the teacher.

### How to Introduce:

- Gather students around the teaching easel.
- Show them the blank booklet.
- Show them the pages of pictures and names.
- Tell students that for this activity they will need to work on one page at a time.
- Model for students how to cut out a classmate photo and how to glue it to the page.
- Model for students how to cut out the classmate's name and glue it to the page.
- Model for students how to write the classmate's name with a marker, 3x or more.
- Allow the class time to create one page of their book.
- Discuss where materials will be stored when not in use.

### Differentiating:

Have students write a sentence for each classmate's page.



## Word Phonics Windows

### Objective:

Identify picture and fill in the missing letter/letters to spell the word.

### Materials:

Thin Markers  
Blank Copy Paper  
Phonics Windows

### When to Introduce:

This activity could be introduced once students are very familiar with letter names and sounds. In addition, it might be helpful if they are familiar with hearing and recording sounds in words (stretching out words to hear sounds and write them down).

### How to Introduce:

- Model how to place copy paper behind window template.
- Model how to identify the picture(s) and missing sounds/letters.
- Remind students to add their name to the back of the copy paper.
- Model how to flip the window template over to self-check.

### Differentiating:

Color code your window templates based on level of difficulty. Have students work their way up the color code system (green dot = easies, yellow dot = medium difficulty level, and red dot = more challenging).



## Salt Words

### Objective:

Write sight words in salt.

### Materials:

Salt

Pan/Tray

## Funnel

# Word Work Notebook

Pencil

### When to Introduce:

Introduce this activity after students are familiar with your word wall and/or your mini offices.

### How to Introduce:

- Model how to add salt to the tray/pan.
- Model how to use the word wall or word list to write words.
- Model how to write words in the salt.
- Model how to record the written word in the Word Work notebook.
- Model how to return the salt to its storage container.

### Differentiating:

Have students write sentences for some of their words.

Have students create a 2, 3, or 4 category sort for their words.



## Play Dough Words

### Objective:

Write sight words in play dough.

### Materials:

Play Dough  
Tooth Picks  
Word Work Notebook  
Pencil

### When to Introduce:

Introduce this activity after students are familiar with your word wall and/or your mini offices.

### How to Introduce:

- Model how to roll play dough out.
- Model how to use the word wall or word list to write words.
- Model how to write words in the play dough.
- Model how to record the written word in the Word Work notebook.
- Model how to return the play dough to its storage container.

### Differentiating:

Have students write sentences for some of their words.  
Have students create a 2, 3, or 4 category sort for their words.



## Wikki Stix Words

### Objective:

Write sight words with Wikki Stix.

### Materials:

Wikki Stix  
Word Work Notebook  
Pencil

### When to Introduce:

Introduce this activity after students are familiar with your word wall and/or your mini offices.

### How to Introduce:

- Model how to use the word wall or word list to spell words.
- Model how to form words with the Wikki Stix.
- Model how to record the written word in the Word Work notebook.
- Model how to return the play Wikki Stix to their storage container.

### Differentiating:

Have students write sentences for some of their words.  
Have students create a 2, 3, or 4 category sort for their words..



## Scrabble Words Addition

### Objective:

Students receive a packet of sight words, names, rimes, etc. and complete the packet independently.

### Materials:

Scrabble Tiles

Counting Chips

Recording Packets (available in the Word Work downloads section)

Pencil

### When to Introduce:

Introduce this activity after students are familiar with your word wall and/or your mini offices, and after they've been exposed to addition.

### How to Introduce:

- Model how open the Scrabble Tiles containers (so they don't spill!).
- Model how to select a recording packet (there are different kinds).
- Model how to start at the top and build a word using the letter tiles.
- Model how to spell the word three times (write, trace, write) on the sheet.
- Model how to add the numbers on each letter tile to determine the word's points.
- Model how to return the letter tiles to their storage container correctly.
- Establish where recording packets will be stored when not in use, until complete.

### Differentiating:



## Connect Four Words

### Objective:

Played just like the "real" version of the game Connect 4. Students partner up, select a chip (distinguishable from their partner's chip), and play begins when one player selects a "cell" from the bottom row on the game board. The player must read the cell's contents correctly before placing their chip/counter. Players should try to block their opponent. Play ends when a player "connects" four cells in a row (diagonally, horizontally, vertically).

### Materials:

Recording Sheet (available in the Word Work downloads section)

Counters

### When to Introduce:

After student names have been added to the WORD WALL, Name Bottles have been made for each student, and a NAME GRAPH is created, I then introduce this activity.

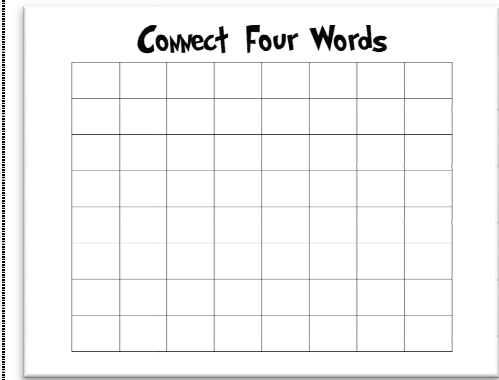
### How to Introduce:

- Divide class into partnerships.
- Give each partnership a "Connect 4 NAMES" game board.
- Give each partnership 2 different colored counters (one color for each player).
- Model how to select a "cell" from the bottom row, how to read it, and how to place your counter over the cell if it is read correctly.
- Discuss object of the game.
- Discuss how to block opponents.
- Allow partnerships to play.
- When finished, add the activity to the center.

### Differentiating:

Have students write the names read.

Have students write a sentence for each name correctly read.





## Parking Lot Words

### Objective:

A game where students practice LETTER identification, NUMBER identification, WORD identification, or any other skill that you are trying to reinforce. Simply print the board game and program it to fit your class' needs. Students take turns parking cards (or some other type of marker). When they park their car, they must read the parking space correctly in order to stay there. Game ends when all parking spots are full. Winner is the player that has the most cars parked.

### Materials:

Recording Sheet: Board Game

Game Pieces (cars or some other type of marker)

### When to Introduce:

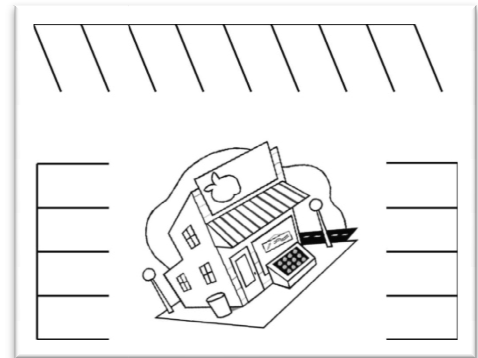
After student names have been added to the WORD WALL, Name Bottles have been made for each student, and a NAME GRAPH is created, I then introduce this activity.

### How to Introduce:

- Divide students into partnerships.
- Be sure each team has a "Parking Lot" game board.
- Be sure each team has two different sets of "cars"
- Model for students how to set up the game board between both partners.
- Model for students how to create a pile of cars for player "1" and a pile of cars for player "2"
- Model for students how to take turns driving one of their cars onto the "parking lot" and parking it after correctly reading the name.
- Allow time for students to practice the activity in a small cooperative group.

### Differentiating:

Have students write a sentence for each name correctly read.



## Cube Toss Words or Names

### Objective:

Students toss the cube or cubes and record their results on the recording sheet.

### Materials:

Word Lists (numbered 0 - 9)

10-Sided Dice (numbered 0 - 9)

Word Work Notebooks

### When to Introduce:

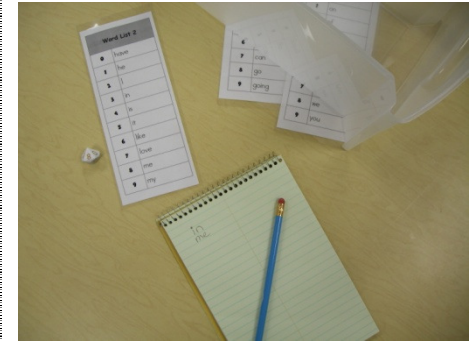
After we have started to create our word wall.

### How to Introduce:

- Divide class into partnerships.
- Give each partnership a CUBE TOSS word list.
- Give each partnership a dice.
- Model how to roll the cube, read the side of the cube facing the ceiling, and write the corresponding word in their Word Work notebooks.
- Allow partnerships to play.

### Differentiating:

Have students write a sentence for each word tossed.



## Roll, Say, Keep

### Objective:

Just print the game board and make mini-flash cards (addition, words, numbers, letters, names, etc). Students play in partnerships. They put the stack of flash cards face down and deal out six cards at a time, placing the cards on the game board, face up. They then take turns rolling the dice and read the card that corresponds with the number they rolled. They may keep the card if they can read it correctly. Play ends when all cards have been "claimed" - the "winner" is the student with the most cards. "[The School Bell](#)" web site is where I found the original "roll say keep" game board and directions.

### Materials:

Roll Say Keep Playing Mat (available in the Word Work downloads section)

Programmed cards with Words, Names, or Rimes

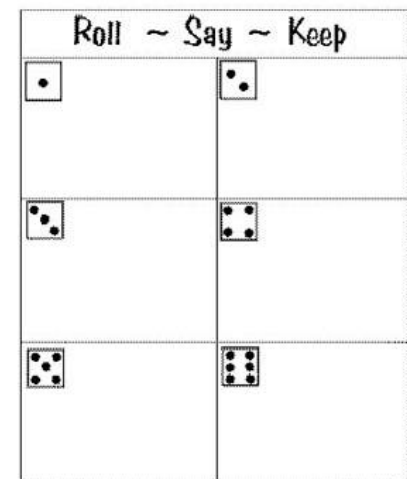
Dice

### How to Introduce:

- Divide students into partnerships.
- Be sure each team has a "Roll Say Keep" game board.
- Be sure each team has a stack of pre-programmed cards.
- Be sure each team has a 6-sided die.
- Model for students how to shuffle the cards and put them face down between the two partners.
- Model for students how to take the top six cards and put them face up on the game board.
- Model for students how to roll the die, find the corresponding number on the game board that was rolled, and read the card.
- Allow time for students to practice the activity in a small cooperative group.
- Add the activity to the Word Work center.

### Differentiating:

Have students write a sentence for each name, word, or rime read.



## Spell it 5x

### Objective:

Gives students an opportunity to spell sight words or names using five different materials.

### Materials:

Crayons

Markers

Highlighters

Letter Tiles (these are paper letter tiles that I purchased from Oriental Trading - they don't carry them anymore)

Letter Stamps

Stamp Pads

Glue Sticks

1/2 Sheets of Copy Paper

Direction Sheet for visual learners (available in the Word Work downloads section)

### How to Introduce:

- Gather students around the teaching easel.
- Show students the 1/2 sheet of construction paper [drawing paper, etc].
- Model how to number the paper from 1 to 5.
- Show the class the directions sheet.
- Identify the FIVE different "tools" they will use to create their classmate's name.
- Model how to create the name using each tool.
- As you use each tool, discuss any rules or expectations that you may have.
- Allow the class time to create one classmate name.
- When finished, model how to return the materials to their "homes" properly.



## Spin and Write Words, Names, or Rimes

### Objective:

Students may play in partnerships, but I prefer them to work interpedently at this center. They use a spinner (we use the ones that came with our math series - - they are transparent spinners you place over the game board). Once they have spun, they record the word in their Word Work notebooks.

### Materials:

Pencils

Transparent Spinners ([www.summitlearning.com](http://www.summitlearning.com)) or ([www.learningresources.com](http://www.learningresources.com))

Spinner Game Boards (available in the Word Work downloads section)

Word Work Notebooks

### When to Introduce:

After student names have been added to the WORD WALL, Name Bottles have been made for each student, and a NAME GRAPH is created, I then introduce this activity.

### How to Introduce:

- Divide students into partnerships.
- Be sure each team has a "Spin A Word" game board.
- Be sure each team has a transparent spinner.
- Be sure each team has a sheet of paper to record their spins.
- Model for students how to place the transparent spinner on the game board.
- Model for students how to spin, read the word the spinner landed on, and how to record their spin in their Word Work notebooks.
- Allow time for students to practice the activity in a small cooperative group.

### Differentiating:

Have students write each name, word, or rime spun.

Have students write a sentence for each name, word, or rime spun.



## Clap a Word

### Objective:

To determine the number of syllables in each word.

### Materials:

Thin Markers

Word Rings (we use our "Reading Rings")

Clap a Word Recording Sheets (available in the Word Work downloads section)

### When to Introduce:

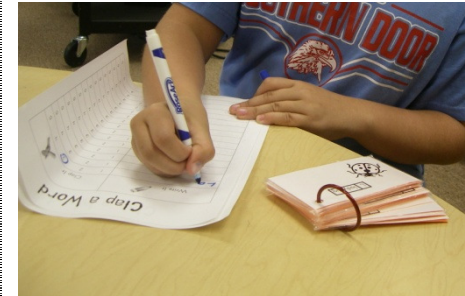
After students have been taught what syllables are. After students have become familiar with the Reading Rings available for use during Writer's Workshop and Reader's Workshop.

### How to Introduce:

- Model how to select a word ring.
- Model how to read and clap the word and count syllables.
- Model how to record the word on the recording sheet.
- Model how to return word rings to their home.

### Differentiating:

Have students write a sentence for each name, word, or rime spun.



## Which Rime?

### Objective:

Students identify the picture, and determine which of five rimes it belongs to. Using math manipulative counters, students match the rimes that belong in a given family using the same counter color. Each sheet contains pictures from five different rimes. Laminate, or slip each work mat into a page protector sheet.

### Materials:

Work Mats (available in the Word Work downloads section)

Counting Chips (transparent are better)

### When to Introduce:

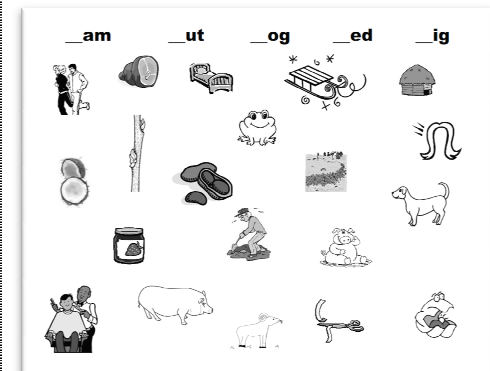
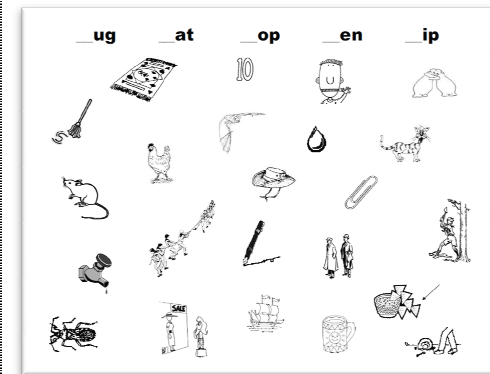
After students have been introduced to word families (rimes).

### How to Introduce:

- Model how to select a work mat (only 2 available at this time).
- Model how to read each picture, identifying the word associated with it.
- Model how to place chips to sort pictures based on its rime.
- Model how to return materials to their appropriate place.

### Differentiating:

Have students write a list of words for each rime sorted.



## Phone a Word

### Objective:

Students "dial" a friend and deliver a spelling test! Friends take turns spelling/writing words on recording sheets.

### Materials:

Pair of Old Cell Phones

Phone a Word Recording Sheet (available in the Word Work downloads section)

Pencils

Word Lists (word wall, mini offices, etc.)

### When to Introduce:

After students have been introduced to word walls/mini offices.

### How to Introduce:

- Model how to choose a partner.
- Model how to set up work space.
- Model how to phone a word to a friend.
- Model how to write a word that's been phoned to you.

### Differentiating:





## Build a Sentence

### Objective:

Students use word pieces to create a sentence.

### Materials:

BIG BOX of Sentence Building by Carson Dellosa

Recording Sheet (available in the Word Work downloads section)

Pencil

### When to Introduce:

After students have begun putting words together to form sentences in Writer's Workshop.

### How to Introduce:

- Model how to lay words out on table.
- Model how to sort words by corner color.
- Model how to select words from color categories to form a sentence.
- Model how to read the sentence to check for accuracy/comprehension.  
(Does it make sense? Does it sound right?)
- Model how to record/write the sentence on the recording sheet.
- Model how to return materials to appropriate location.

### Differentiating:

Build a Sentence

1.	
2.	
3.	
4.	
5.	
6.	
7.	



## Build a Word

### Objective:

Students use word parts to create words.

### Materials:

BIG BOX of Words by Carson Dellosa

Recording Sheet (available in the Word Work downloads section)

Pencil

### When to Introduce:

After students have begun putting letters together to form words in Writer's Workshop.

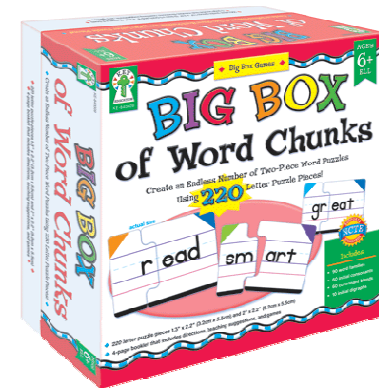
### How to Introduce:

- Model how to lay word parts out on table.
- Model how to sort word parts by corner color.
- Model how to select word parts from color categories to form a word.
- Model how to read the word to check for accuracy/comprehension.  
(Does it make sense? Does it sound right?)
- Model how to record/write the word on the recording sheet.
- Model how to return materials to appropriate location.

### Differentiating:

### BUILD A WORD

1.		9.	
2.		10.	
3.		11.	
4.		12.	
5.		13.	
6.		14.	
7.		15.	
8.		16.	



## Build a Word

### Objective:

Students use word parts to create words.

### Materials:

Word Building Reading Rods (www.learningresources.com)

Recording Sheet (available in the Word Work downloads section)

Pencil

### When to Introduce:

After students have begun putting letters together to form words in Writer's Workshop.

### How to Introduce:

- Model how to lay word parts out on table.
- Model how to sort word parts by cube color.
- Model how to select word parts from color categories to form a word.
- Model how to read the word to check for accuracy/comprehension.  
(Does it make sense? Does it sound right?)
- Model how to record/write the word on the recording sheet.
- Model how to return materials to appropriate location.

### Differentiating:

Build A Word		
	1.	2.
3.	4.	5.
6.	7.	8.



## Chunk Stacker

### Objective:

Students onsets and rimes to create stacks of words.

### Materials:

Chunk Stacker Game

Recording Sheet (available in the Word Work downloads section)

Pencil

### When to Introduce:

After students have begun putting letters together to form words in Writer's Workshop.


### How to Introduce:

- Model how to lay onsets and rimes on table.
- Model how to sort onsets and rimes by color.
- Model how to pick an onset from the pink pile and add rimes to create words.
- Model how to read the word (each time!) to check for accuracy.  
(Does it make sense? Does it sound right?)
- Model how to record/write the word on the recording sheet.
- Model how to return materials to appropriate location.

### Differentiating:



Chunk Stacker



Stack 1	Stack 2	Stack 3	Stack 4



Created and Written by Jessica Meacham at [www.jmeacham.com](http://www.jmeacham.com).

© 2003 – 2010



<http://creativecommons.org/licenses/by-nc/3.0/us/>

## Connect a Sentence

### Objective:

Students use words to create a sentence.

### Materials:

Sentence Building Reading Rods ([www.learningresources.com](http://www.learningresources.com))  
Recording Sheet (available in the Word Work downloads section)  
Pencil

### When to Introduce:

After students have begun putting letters together to form words in Writer's Workshop.

### How to Introduce:

- Model how to lay words out on table.
- Model how to sort words by cube color.
- Model how to select words from color categories to form a sentence.
- Model how to read the sentence to check for accuracy/comprehension.  
(Does it make sense? Does it sound right?)
- Model how to record/write the sentence on the recording sheet.
- Model how to return materials to appropriate location.

### Differentiating:



## Roll, Read, and Graph Words

### Objective:

Students roll a red, blue, yellow, and green word cubes. When all cubes have settled, they read the words on the cubes, and either graph or write the word in the appropriate "how many letters" column under each cube color.

### Materials:

Word Cubes on Red, Blue, Yellow, and Green Cubes (mine were inherited...)

Recording Sheet (available in the Word Work downloads section)

Pencil or Crayons (my kids liked to graph using the four colors)

### When to Introduce:

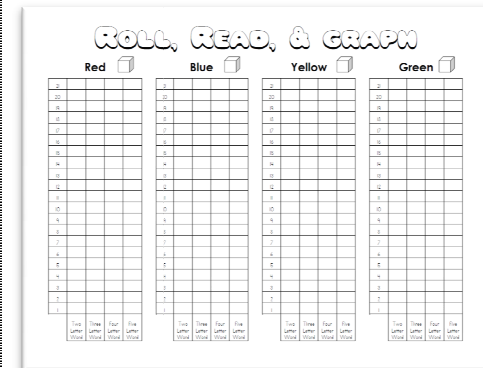
After students have begun to learn a number of sight words.

### How to Introduce:

- Model how to grab red, blue, yellow, and green cubes.
- Model how to toss the cubes appropriately.
- Model how to read the words and count the letters of each word.
- Model how to record the toss on the recording sheet.

### Differentiating:

Have students say each word in a sentence.



The recording sheet is titled "Roll, Read, & Graph" and is divided into four columns for different colors: Red, Blue, Yellow, and Green. Each column has a header with the color name and a small cube icon. Below the header, each column contains a grid of 20 rows and 4 columns. The rows are numbered 1 through 20. The columns are labeled "1", "2", "3", and "4" at the bottom, representing the number of letters in the word. To the right of the grid, there are four small boxes labeled "1", "2", "3", and "4" for recording the number of words with that many letters.

## Roll a Sentence

### Objective:

Students roll a red, blue, and yellow story starter cubes. When all cubes have settled, they read the words on the cubes, and create a sentence. They record their sentence on their recording sheet.

### Materials:

Red, Blue, and Yellow Story Starter Cubes ([www.learningresources.com](http://www.learningresources.com))

Recording Sheet (available in the Word Work downloads section)

Pencil

### When to Introduce:

After students have begun to learn a number of sight words.


### How to Introduce:

- Model how to grab red, blue, and yellow cubes.
- Model how to appropriately toss the cubes.
- Model how to arrange the cubes to form a sentence.
- Model how to record the sentence on the recording sheet.

### Differentiating:

Have students write or tell a short story using their story starter sentence.

**ROLL A Sentence**



1. A \_\_\_\_\_.

2. The \_\_\_\_\_.

3. That \_\_\_\_\_.

4. This \_\_\_\_\_.

